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ABSTRACT

One of a series of sixteen knowledge transformation papers, this paper gives an overview of sex equity issues and suggests alternative strategies for administrators in vocational education to use in reducing sex segregation and fostering sex fairness. In the first section the nature of the problem is discussed; occupational sex stereotyping and segregation are recognized as major factors. Next, the relevant federal laws are summarized, including Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, Equal Pay Act of 1963, Title II of the Education Amendments of 1976, and Executive Order 11246 (1965). The third section deals with a variety of strategies aimed at different aspects of the problem. For students, three areas are identified as targets: (1) recruitment measures to increase nontraditional enrollment, emphasizing career education programs, prevocational programs, and introductory vocational classes; (2) guidance and counseling to improve the retention rate of nontraditional students; and (3) placement programs to overcome occupational sex bias focusing on cooperative education programs. Sex stereotyping is also recognized as affecting special population students (displaced homemakers, minorities, the handicapped, and the disadvantaged), and strategies for change are offered in each case. On the staff level, two types of activities are discussed: inservice training and affirmative action programs. Additional communication efforts are recommended at the community and parent levels. (ELG)

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Information Series No. 147

FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION: STRATEGIES FOR ADMINISTRATORS

written by

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FOREWORD

Recent vocational education legislation emphasizes the importance of achieving sex fairness in programs and practices, but the burden of implementing such a mandate lies with the school administrator. Administrators, faced with restrictions on time and resources, are in need of practical suggestions for reducing sex segregation in vocational programs and fostering sex fairness in all areas of operation. This paper provides administrators in vocational education with an overview of sex equity issues and alternative strategies for action.

"Fostering Sex Fairness in Vocational Education: Strategies for Administrators" is one of a series of 16 papers produced during the first year of the National Center's knowledge transformation program. The 16 papers are concentrated in the four theme areas emphasized under the National Center contract: special needs subpopulations, sex fairness, planning, and evaluation in vocational education. The review and synthesis of research in each topic area is intended to communicate knowledge and suggest applications. Papers should be of interest to all vocational educators, including administrators, researchers, federal agency personnel, and the National Center staff.

The profession is indebted to Dr. JoAnn Steiger and Ms. Sue Schlesinger for their scholarship in preparing the paper. Recognition is also due Dr. Mary Bach Kievit, Rutgers, the State University of New Jersey, Ms. Florence Jean Wright, Pennsylvania State Department of Education, and Dr. Ellen Bowers, the National Center for Research in Vocational Education, for their critical review of the manuscript. Dr. Carol P. Kowle, research specialist, supervised the publication of the series. Ms. Jo-Ann Cherry coordinated editing and production.

Robert E. Taylor
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INTRODUCTION

Administrators are often faced with unlimited demands on their time and resources. In an era when many face reductions in budget and personnel, the need is particularly great for finding efficient and effective ways of addressing priority needs. Recent vocational education legislation has focused on one problem area with which many vocational educators and administrators have little familiarity: the need for positive action to reduce sex segregation in programs and foster sex fairness in all areas of operation. What does this mean in practical terms? Given societal pressures for differentiated sex roles, what can the school do?

This paper provides the administrator with an overview of the issues and alternative strategies for action.

Strategies for fostering sex fairness which are discussed here are the following:

Students

- Utilizing career education programs to increase awareness of nontraditional opportunities
  - -Review all career education programs and materials for sex fairness
  - -Establish sex fairness guidelines for the purchase of all new curriculum materials
  - -Develop supplementary materials showing both sexes in all occupations
  - -Invite nontraditional role models to speak with students
  - -Seek out nontraditional workers when planning site visits

- Encouraging enrollments in prevocational programs by the nontraditional sex
  - -Require all students of both sexes to experience a series of modules in the crafts and homemaking arts
  - -Revise curriculum content to attract both sexes to all programs
  - -Publicize that both sexes are welcome in all classes

- Publicizing the use of introductory vocational classes as opportunities for exploration
  - -Encourage teachers to seek out exploratory enrollees who differ from the "norm" student in their programs
  - -Develop "break-in" classes for students who don't have the background needed for success in first level classes

- Recruiting nontraditional students into vocational programs
  - -Include information on sex fairness and nontraditional opportunities in orientation programs for students at feeder schools or for newly arrived students

-Incorporate brief units on sex stereotyping into required courses such as English or social studies
-Include displays on people in nontraditional careers at career fairs
-Provide tours of facilities for students interested in trying a vocational program for the first time
-Train counselors in how to deal with sex stereotyping

. Providing support services to increase retention of nontraditional students
-Train teachers in how to deal with sex bias and sex stereotyping
-Arrange schedules so that five or more students of the non-traditional sex are in the same class
-Provide continuing supportive counseling
-Coordinate vocational classes with physical fitness training for women who need to build strength and endurance

. Encouraging nontraditional placements in cooperative education and work experience programs

. Addressing sex stereotyping in all job placement activities

. Providing follow-up counseling for students who have been placed in nontraditional jobs

Special Populations

. Providing special services for displaced homemakers
-Publicize programs in the general media, not just through feeder schools
-Provide initial guidance services
-Provide continued guidance and counseling
-Offer day care for children of students

. Assisting adult students who have been in sex traditional jobs but wish to change to nontraditional jobs
-Provide adequate and unbiased initial counseling
-Provide continuing support services

. Addressing the needs of minority ethnic groups
-Train teachers and counselors to be aware of cultural differences
-Include members of relevant minority cultures on committees designing programs related to sex equity
-Do not let cultural differences be used as an excuse for sex discrimination

. Addressing the needs of disadvantaged female students as well as disadvantaged male students in designing and implementing special programs

. When designing and implementing programs, assuming that handicapped women have the same need of employability skills as handicapped men

Employees

. Providing inservice training in sex equity issues and legislation to all employees

. Involving teachers, supervisors and others who will be implementing sex equity activities in the designing and planning of those activities

. Establishing and maintaining an exemplary affirmative action program
  -Publicize openings widely to maximize the size of the pool of qualified applicants so that pool will be representative of the entire population of qualified persons
  -Review hiring and advancement criteria for sex bias
  -Include members of both sexes on all review panels
  -Monitor and keep records on hiring, promotion and wages by sex

Community

. Planning and implementing a public relations program to inform your community about sex equity issues and legislation

. Keeping communications open with all segments of the community regarding sex equity issues

. Utilizing the services of community groups supportive of sex equity efforts

We hope that this will facilitate the selection and implementation of procedures that not only place the school in compliance with legal mandates but also make a positive contribution to the welfare of students, staff, and community.

WHAT IS THE PROBLEM?

The Education Amendments of 1976 contain strong language mandating action to overcome sex bias, sex discrimination, and sex stereotyping in vocational education. The problem that this law is seeking to remedy involves occupational sex segregation, imbalanced employment patterns, serious wage differentials, and other inequities in work force participation.

Occupational Sex Segregation

The underlying problem is occupational sex segregation--the tendency of many occupations to be almost exclusively male while others are almost exclusively female. Although the stereotyping of jobs by sex restricts the career choices of both sexes, it has had a disproportionately negative impact on women. Women are concentrated in fewer occupations than are men, and those occupations tend to have lower average wages than male dominated jobs. In 1970, half of all women workers were concentrated in 17 occupations, while half of all male workers were included in 63 occupations. According to Waldman and McEaddy (1974), "In January 1973, most industries paying average weekly earnings of less than $100 were female-intensive. Several were paying under $90 a week, while the weekly paycheck for all industries averaged $138" (p. 10).

Patterns Remain the Same

While the number of women in the paid labor force has increased dramatically, resulting in a labor force 41 percent female in 1977, up from 29.6 percent in 1950 (U.S. Department of Labor, 1977), the pattern of employment has not changed. Despite widespread publicity regarding pioneering women in previously all male blue-collar jobs, women in traditionally male jobs remain a rare exception to the rule. Not only are women still primarily in low-paying clerical and service jobs, but their concentration in these fields actually increased between 1960 and 1970 (Dicesare, 1975). For example, in 1970 32.9 percent of working women were in clerical jobs, up from 29.2 percent in 1960. Between 1970 and 1977, the percentage of women in a number of skilled craft jobs actually decreased. Women accounted for 4.1 percent of painters and construction and maintenance workers in 1970, while in 1977 they accounted for 3.3 percent of this group. In 1970, women composed 1.1 percent of excavating, grading, and road machinery operators, while in 1977 this figure dropped to 0.2 percent (Dicesare, 1975; U.S. Department of Labor, 1978).

Wage Gap Has Increased

A simultaneous and related occurence has been an increase in the gap between

the average earnings of men and women. While the earnings of women who worked year-round full time in 1955 were 63.9 percent of the earnings of males, by 1973 they had fallen to 56.5 percent. A slight rise in 1974 and 1975 brought women's earnings to only 58.8 percent of men's earnings (U.S. Department of Labor, 1977). The increase in the wage gap is explained in part by the relative newness of many women to the paid labor force. Research studies that have controlled for seniority and other factors still find an unexplained gap of approximately 30 percent (Sawhill, 1974).

Aside from some remaining, if illegal, cases of blatant sex discrimination in pay, the major cause of the gap is the concentration of women in lower paying job categories. Analyses of wage patterns have shown that although women earn less than men in all fields, women who work in traditionally male occupations earn considerably more than women who work in traditionally female occupations (Sommers, 1974).

Why Sex Segregation?

Where does sex segregation originate and why does it persist? For many years most employment was simply closed to women. Until Title VII of the Civil Rights Act of 1964, such discrimination was not against the law. Furthermore, the provisions of Title VII were not applied to public employment or to professional employees until the law was amended in 1972. Precedent, role models, informal information networks, and established guidance and counseling systems and procedures still tend to guide women into those few fields of teaching, nursing, clerical, and service jobs that were once their only options.

New Opportunities

Many opportunities are now available, and many employers are under considerable pressure to hire women in their traditionally male job categories. For example, recent federal regulations have set percentage goals for hiring women in the construction trades (U.S. Department of Labor, Office of Federal Contract Compliance Programs, 1978), and another set of regulations requires goals and timetables in apprenticeship programs (U.S. Department of Labor, Office of the Secretary, 1978).

Lack of Information

Few women seem aware of these opportunities, or even of the probability of spending their lives in the paid work force. The facts are these: in 1976, 47.3 percent of all women over age 16 were employed outside the home, up from 37.7 percent in 1960. For ages 18-55, the 1976 rate is over 55 percent (U.S. Department of Labor, 1977). The traditional structure consisting of an employed father, a mother at home and school-aged children now represents 15.9 percent of American families. The two wage-earner household is the more

common form, representing 18.5 percent of families. In addition, 13.6 percent of households are headed by women (U.S. Department of Commerce, Bureau of the Census, July 1978).

Neither these facts nor the facts about comparative wage rates discussed above are commonly known to women selecting vocational training programs (Eliason, 1977). Nor are they usually known by parents, counselors, teachers or administrators. With the best of intentions, women repeat behavior no longer appropriate, with the result that the system continues to turn out women ill-prepared to face the realities of family and work life in the 1970s and 1980s.

Beyond the Facts

The forces shaping a perons's career choice are more subtle and more pervasive than simple facts about employment opportunities and wages. One of the factors affecting choice is the image of the job as being "masculine" or "feminine." An invidivual's concept of what behaviors and careers are appropriate to his or her sex is formed very young and reinforced throughout life. A number of studies (Clark, 1967; Looft, 1971; Hewitt, 1975; Siegel, 1973; Kirchner and Vondracek, 1973; Schlassberg and Goodman, 1972) have documented that children acquire sex role stereotypes early, seeing some occupations "for men" and others "for women," and that they adapt their choices to these stereotypes. Boys consistently select a wider variety of occupations than girls. Girls' early foreclosure of occupational options, however, appears to be related to their understanding of social reality rather than actual narrowed interests. One researcher found many girls said that the job they would want "if they were a boy" was the one they really wanted, but they knew they could not aspire to it as a girl (Beuf, 1974).

Sex Role Socialization of the Schools

Schools, reflecting the society around them, tend to reinforce sex role stereotypes. Stereotypes abound in materials (Weitzman and Rizzo, 1974), practices (Sadker and Sadker, 1972; Saario, Jacklin and Tittle, 1973), and staffing patterns (Frazier and Sadker, 1973). However, the aspects of the school that have traditionally reinforced restrictive stereotypes provide points for intervention to foster awareness of new career opportunities among students.

Vocational Education

Although opportunities to counteract sex stereotyping occur in all areas of the curriculum, from social studies to mathematics to physical education, and at all grade levels, from nursery school to graduate school, there is a special need to address the issue in vocational education. Vocational education programs are designed to prepare students for the world of work. These

programs also provide an opportunity for students to acquire more generalized job skills, a better understanding of the workplace, increased self-confidence, and appropriate interpersonal behaviors and attitudes for work. All of these benefits are important to both sexes and are related to the ability to succeed in obtaining and advancing in employment.

A review of the enrollment statistics compiled by the U.S. Office of Education reveals a gradual trend toward increased enrollment of students in programs not traditional for their sex. For example, the traditionally male trades-and-industry group increased from 11.7 percent in 1972 to 12.7 percent female in 1976, while the female percentage in programs in the traditionally female health occupations group dropped from 84.7 percent to 78.7 percent over the same period.

The pace of this change has only been slight, as can be seen in the statistics comparing the program choice of female students from year to year. Of all women enrolled in vocational education in 1976, 27.4 percent were in office occupations, down marginally from the 1972 figure of 27.8 percent. In 1976, women enrolled in trades-and-industry programs accounted for 4.9 percent of female vocational education enrollments, compared with the 1972 level of 4.3 percent (U.S. Department of Health, Education and Welfare, 1977; and Steiger et al., in progress).

Studies of cooperative education programs, in which students are placed in jobs as part of their school program, have also shown patterns of traditional sex typing. Women students at the secondary level are employed primarily in clerical, sales, and service jobs, while men are distributed throughout all areas but are virtually the only occupants of blue collar jobs (Cohen and Frankle, 1973).

Is It a Chicken or an Egg?

Some educators have argued that the purpose of vocational education programs is to provide trained students for readily available jobs, and since some employers still discriminate by sex, the school should not encourage female enrollments in traditionally male fields, or vice versa. Many others believe the proper role of the school is to provide moral leadership to the community and to work to overcome discrimination in all forms. This concept is expressed in legislation, including Title IX of the Education Amendments of 1972 and the Title II of the Education Amendments of 1976. The following section will review the provisions of these amendments and related legislation.

WHAT ARE THE RELEVANT LAWS?

Title IX of Education Amendments of 1972

Title IX of the Education Amendments of 1972 protects students and employees

of educational institutions receiving federal funds from discrimination based on sex. Areas in which discrimination is prohibited include: admissions to vocational, graduate, professional, and public undergraduate schools; access to courses and programs; counseling and guidance; athletics; student rules and policies; financial assistance; extracurricular activities; and employment. All educational institutions are required to conduct self-evaluations of their compliance with Title IX.

Title VII of the Civil Rights Act of 1964

Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, prohibits discrimination in employment based on sex, race, color, religion, and national origin. This law includes employees of all private employers of 15 or more persons, and employees of all public and private educational institutions, state and local governments, public and private employment agencies, and labor unions with 15 or more members. All public or private educational institutions are covered whether or not they receive federal funds.

Discrimination prohibited by this law covers such areas as: hiring or firing; wages; fringe benefits; classifying, referring, assigning, or promoting; extending or assigning use of facilities; training, retraining, or apprenticeships; or any other terms, conditions, or privileges of employment.

Equal Pay Act of 1963

The Equal Pay Act of 1963 as amended by the Education Amendments of 1972 forbids discrimination based on sex of employees of any employer required to pay the minimum wage. This law applies to executive, administrative, and professional workers, including academic personnel. It prevents paying employees of one sex less than employees of the other sex for jobs performed under similar working conditions, requiring equal skill, effort, and responsibility. The Supreme Court has upheld the position that jobs of men and women need to be only "substantially equal," not identical, for purposes of comparison. Further, the Labor Department's Wage and Hour Division, which enforces the Act, has officially interpreted its provisions to apply to employer contributions for most fringe benefits.

Executive Order 11246 of 1965

Executive Order 11246 (1965), as amended by Executive Order 11375 (1967), forbids discrimination based on sex, race, color, religion, and national origin of employees and applicants for employment by employers holding federal contracts of $10,000 or more. Provisions of these orders cover such areas as employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship.

All of the above laws prohibit discrimination. Title II of the Education Amendments of 1976, however, goes beyond prohibitions to mandate active measures by recipients of federal aid to eliminate sex bias, sex discrimination, and sex stereotyping in vocational education programs.

Title II of the Education Amendments of 1976

Title II of the Education Amendments of 1976 is the federal legislation regarding support of vocational education. One of the stated purposes of the law is:

> To develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes. (Section 101 20 U.S.C. 2301 90 STAT-2169)

The law specifies requirements for state education agencies including: (1) the appointment of a full-time sex fairness coordinator whose duties are described in the law; (2) the description in the state plan of policies and practices the state will follow to assure provision of equal access by both sexes; (3) incentives for local education agencies to encourage the enrollment of both women and men in nontraditional courses of study and to reduce sex bias and sex stereotyping in training for placement in all occupations; and (4) evaluation of the extent to which sex equity objectives are achieved.

These duties, as specified in the October 3, 1977 regulation, are to:

(a) Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the state board in publicizing the public hearings on the state plan in accordance with Sec. 104.165(a)

(b) Gather, analyze and disseminate data on the status of men and women students and employees in vocational education programs of the state

(c) Develop and support actions to correct problems brought to the attention of this personnel through activities carried out under paragraph (b) and Sec. 104.76 including creating awareness of the Title IX complaint process

(d) Review the distribution of grants and contracts by the state board to assure that the interests and needs of women are addressed in all projects assisted under this Act

(e) Review all vocational education programs (including work-study programs,

cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs) in the state for sex bias

(f) Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the state relating to vocational education

(g) Assist local educational agencies and other interested parties in the state in improving vocational education opportunities for women

(h) Make available to the state board, the state advisory council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public, including individuals and organizations in the state concerned about sex bias in vocational education, information developed under this section

(i) Review the self-evaluation required by Title IX

(j) Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year state plan and its annual program plan prior to their submission to the Commissioner for approval. [Secs. 104(b)(1); 109(a)(3)(B); 20 U.S.C. 2304, 2309.] (p. 53831)

The states have considerable discretion in translating this mandate into requirements and incentives for local education agencies. The general thrust, however, is clear. Significant action must be taken at the school and classroom level so that equal access for both sexes to all vocational education programs is assured.

WHAT CAN BE DONE?

Overcoming sex bias, sex discrimination, and sex stereotyping in vocational education calls for a variety of strategies aimed at different aspects of the problem. Efforts targeted directly to students include recruitment, guidance and counseling, and placement. Staff needs for information and skills can be addressed through inservice training, formal and informal communications, and use of outside help. Employment policy planning requires the participation of administrators, representatives of employees, and legal counsel. Additional communication efforts directed at parents, employers, unions, and community members are also useful. The following section will include some activities that have been tried in these areas and have shown promising results.

Because of their relative newness, most experimental projects on overcoming sex stereotyping cannot provide rigorous evidence of effectiveness. A search

is underway at present to locate and document any projects designed to foster sex equity in vocational education that do have such data available. For further information contact Laurie Harrison, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302.

Students

Many students are not aware of their full range of career options or of the advantages and disadvantages of each option. But what can be done? On a general level, recognition of this problem has fostered the career education movement, stimulated the expansion of prevocational programs, promoted the revision of introductory vocational classes emphasizing career exploration, and encouraged the development of a variety of information systems.

Career Education

Currently, a number of schools have offered programs to students at very early ages which help expand their awareness of career possibilities. Many of these programs were created by people with severely restricted visions of which careers are appropriate for each sex. In fact, a 1973 study (Women on Words and Images, 1975) found a great deal of sex stereotyping in career education materials published after 1970.

A first step in addressing the stereotyping problem would be to review existing career education programs, including an analysis of career education materials, to see if all careers are portrayed as open to both sexes. Numerous publications have been developed which can help educators do this. For example, McGraw-Hill has published Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications. If a career education program is in the planning stage, applying these criteria from the start helps avoid the unintentional development of a biased program. But, whether beginning a program or improving one, the administrator can take a number of steps to foster sex fairness. These steps include:

- Purchasing only sex-fair materials. Publishers are becoming increasingly aware of the sex fairness issue and are revising their materials accordingly. School policy should require that all new acquisitions be sex fair.

- Developing supplementary materials: If specific careers are portrayed as only for one sex, an administrator can plan to purchase or develop supplementary materials showing the opposite sex in that occupation.

- Training teachers to raise the sex stereotyping issue when using biased materials. Teachers can be provided with suggestions for discussions of sex stereotyping of careers. The biased materials can be used as examples. For example, Women on Words and Images has published Guidelines for the Creative Use of Biased Materials in a Non-Biased Way, a useful document for teachers.

- Inviting nontraditional role models to speak with students. A personal visit by a woman deep-sea diver or male nurse can have more impact on students than a picture. Community branches of organizations interested in sex fairness such as the National Organization for Women or the Women's Equity Action League may be willing to help the school locate such people. In a number of communities, this has become so popular that some of the star "role-models" have been overwhelmed with requests.

- Seeking out nontraditional workers when planning site visits. Teachers can make special efforts to visit employers having employees in nontraditional positions when their programs include field trips to job sites.

Prevocational Programs

Until recently, the junior high schools required that all boys take industrial arts and all girls take home economics. Title IX forbids such sex segregation now, but many schools have found that just removing the sex restrictive labels does not change enrollment patterns. Traditional views are strong influences, especially on pubescent youngsters anxious about their sex roles.

A simple way to foster exploration of new fields by both boys and girls is to mandate that all students spend at least part of the year in each of the areas. Some schools have divided the prevocational classes into "modules" (woodworking, basic sewing, etc.) and require that all students take at least one module in each skills area. To make this a success, teachers have had to adapt the curriculum to suit the interests of both sexes. Many beginning sewing classes, for example, now feature making backpacks rather than aprons or skirts.

Although requiring enrollment in the full spectrum of classes is the simplest way to stimulate exploration, it may not be possible in some schools. Nontraditional enrollments can also be encouraged through changes in curriculum content to attract both sexes and scheduling mini-courses rather than courses lasting a full year. If these changes are accompanied by publicity informing students that both sexes are invited to try all programs, the results may be quite good.

Introductory Vocational Classes

All students can be encouraged to regard the beginning classes in a vocational program as an opportunity for exploration. Course descriptions and related publicity materials can be written to emphasize this aspect, inviting students to enroll who might not ordinarily do so because of sex, race, ethnicity, social class or other characteristics different from the "norm" student in that program. Teachers should encourage such exploratory enrollments and provide special assistance to students who may not share the informal background in the skill area of the typical program enrollee.

Some schools have instituted special "break-in" classes for nontraditional students, featuring a crash course in terminology, tool recognition and use, and "lore" of the field which traditional students take for granted.

Recruitment

One benefit that has resulted from projects to increase nontraditional enrollments has been growth in students' knowledge about vocational education programs. Many teachers, at first suspicious of the purposes of some of these efforts, were later pleased to find an increased enrollment demand by both sexes following fairs, classroom tours, and assembly programs. In fact, in many schools, neither students nor nonvocational education faculty really know much about the vocational education program. Ways to encourage students to enroll in programs not traditional for their sex include the following:

- Orientation programs as part of a general orientation for new students or students at feeder schools. This should include a sequence introducing all the vocational education programs, emphasizing that they all welcome male and female enrollments. Audio-visual materials should portray both males and females as students and workers. Written materials also should not give the impression that the program is only for one sex. One section should deal with sex stereotyping. Films such as "All About Eve" or "When I Grow Up" are a good way to introduce the topic.

- Mini-courses. Brief units on sex stereotyping and vocational education can be incorporated into the curriculum of introductory required courses such as English or social studies, following the popular career education ideal of "mainstreaming" career information into the curriculum. One example of a developed package for such use is "Expanding Career Horizons," a program taking five to ten class hours to complete.

- Career fairs. Many schools sponsor career fairs in which students are given an opportunity to talk to potential employers or individuals knowledgeable about occupational openings. Special efforts can be made to emphasize that all jobs are open to both sexes. And many employers, facing affirmative action requirements, may be more than happy to cooperate. A special display on people in nontraditional careers can be included. If the community has a special project for nontraditional placements--many CETA prime sponsors fund such projects--the project staff may be willing to operate the display.

- Tour of the facilities. A school that was single sex for years may be a forbidding institution to members of the opposite sex. This problem and analogous problems of previous single sex wings, floors or classrooms can be handled through the use of a guided tour of the facilities for potential enrollees. Frequently, a major barrier to a nontraditional enrollment is the simple fear of the unfamiliar. Efforts to preview the programs and familiarize potential enrollees with the facilities help counter such fears.

- Guidance and counseling. For many students, the only source of information about programs is a brief visit with the guidance counselor. Unfortunately, the counselor is often overworked and underinformed

about vocational education programs and related occupations. Without adequate information about expanding career possibilities for both sexes, the counselor can unwittingly perpetuate sex bias in relation to the world of work.

Retention

The emphasis on recruitment in the preceding sections focused on seeking the broadest possible range of students for career exploration purposes. For many nontraditional students, this is the only way to discover if they have the interests and talents required by a nontraditional occupation. Many students will conclude that their careers should be elsewhere. Others will discover a deep interest in the field and decide to pursue it. Among nontraditional students, a third category is common: those who discover interest in and aptitude for the subject but who decide that the ridicule and harassment they suffer is not worth it. It is this past group that should concern the teacher and administrator.

On the one hand, the nontraditional student has to be realistic about potential problems on the job that are foreshadowed by harassment from peers and, occasionally, instructors. On the other hand, it is possible to strengthen a student's will to succeed. Positive steps can be taken to help a student withstand these pressures and can result in an improved retention rate for nontraditional students. These include the following:

- Teacher training. All vocational education teachers should receive inservice training in dealing with sex bias and sex stereotyping. In many states, the State Department of Education is providing such training as are colleges and universities funded as sex desegregation centers. Studies of women enrolled in nontraditional programs have documented the importance of teacher behavior. Many times a male vocational education teacher is credited with being the key person in a woman's decision to pursue a nontraditional career (Kane, Frazee, and Dee, 1976).

- Scheduling. When possible, schedules should be arranged so that several students of the nontraditional sex are in the same class. The more there are, the fewer the problems. There are tremendous pressures on a lone girl or boy in a class. A small group provides both companionship and mutual support for its members and makes the enrollment of members of the opposite sex seem more "normal" to the majority group.

- "Break-In" classes. One of the major problems nontraditional enrollees face is lack of familiarity with terms, tools, and conventions. Special introductory briefing sessions at the beginning of the semester can go far toward eliminating this stumbling block and can help prevent early dropouts.

- Supportive counseling. Particularly in cases in which a single student is pioneering a nontraditional enrollment, the ready availability of a supportive counselor is crucial. The student may be facing extraordinary

emotional stress in early weeks and months and may need sympathy and encouragement. The counselor can also serve as an intermediary with the teacher if problems arise.

Physical training. Girls and women who are seriously interested in careers that require certain kinds of physical strength and endurance, including many of the jobs in the skilled crafts, may need special physical training programs. Skills and abilities that most boys develop through participation in male games and sports are often underdeveloped in girls and women. Upper body strength is the area of greatest difference. Programs focused on placing adult women in traditionally male jobs have found that a physical fitness program is an essential component of vocational preparation for their clients.

Cooperative Education Programs

Studies have shown that cooperative education programs in which students are placed in part-time jobs related to their vocational classwork tend to follow extremely sex stereotyped lines. It has also been shown that co-op programs lead to high returns for the effort in two ways: (1) an on-the-job placement provides a much more realistic trial of a student's career interests and motivation than a classroom experience and, therefore, overcomes any false impressions a student with little previous exposure to the job may have, and (2) the placement connection can reduce possible discontinuity between training and employment that the nontraditional student may suffer.

Placement

In addition to cooperative education placements, schools are involved in a broad range of other job placement activities from summer jobs for students to permanent placements for graduates. Title IX states that it is illegal for a school to assist an employer who discriminates by sex. This provision has been difficult to enforce, however, because of the informal nature of the interchange between employers and teachers in many vocational education programs. Yet placement is one of the most important areas for attention to the sex bias issue. If nontraditional placements are high, additional nontraditional students will be attracted into the program. If they are low, enrollment will be discouraged.

School personnel often underestimate the willingness of local employers, particularly the larger firms, to accept nontraditional placements. Employers are subject to the same nondiscriminatory requirements under Title VII as the schools are. There has also been a recent increase in enforcement activity by the federal Equal Employment Opportunity Commission. Employers aware of these facts, as well as those who are nondiscriminatory for moral reasons, are happy to be able to find a source of trained employees in fields not traditional for their sex. Many employers have complained that the vocational programs are not producing enough nontraditional workers to meet their needs.

Follow-up Support

Just as nontraditional students may need supportive services in order to remain in a training program, so students placed in jobs not traditional for their sex may need continued help during their first months on the job. The major problem women have reported in breaking into previously all male occupations is resentment and harassment by male co-workers. Preparation for dealing with this problem and an opportunity for counseling during the break-in period can be of great assistance to the pioneer.

Some approaches that have been successful include small group discussions with other women who have pioneered all-male jobs, role playing of possible scenarios of harassment or overprotection, and discussion meetings attended by the pioneering women, counselors, executives from the employing firm, and relevant foremen.

Special Populations

Special Groups of Adults

The states are required, under Title II of the Education Amendments of 1976, to provide vocational education programs for the following groups:

- Persons who had been homemakers solely but who now, because of dissolution of marriage, must seek employment
- Persons who are single heads of household and who lack adequate job skills
- Persons who are currently homemakers and part-time workers but who wish to secure a full-time job
- Women who are now in jobs which have been traditionally considered jobs for females and who wish to seek employment in job areas which have not been traditionally considered as job areas for females, and men who are now in jobs which have been traditionally considered as job areas for males and who wish to seek employment in job areas which have not been traditionally considered as job areas for males (Section 120(B)(b)(L) 20 U.S.C. 2330 90 STAT-2188)

Displaced Homemakers

Members of the first category are often referred to as "displaced homemakers." These students vary in background and skill level but, in general, tend to suffer from a lack of self-confidence and information about career and training options.

The needs of displaced homemakers include counseling, training, placement, and day care for children. The expenditure of funds for day care is explicitly authorized under the Act. Lists of resources available on the displaced homemaker can be obtained from the Women's Education Equity Communication Network, Far West Laboratory for Education Research and Development, 1855 Folsom Street, San Francisco, California 94103.

Adult Women Seeking Nontraditional Work

Although the population of adult women seeking nontraditional jobs has not been the focus of many vocational education programs or research projects in the past, these groups have been served through other federal agencies. For example, Wider Opportunities for Women (in Washington, DC) and Better Jobs for Women (in Denver, Colorado) have been in operation for many years. As a result, an extensive body of knowledge has accumulated regarding the components of successful programs. Most of the projects are more than willing to share information. A national directory of women's employment programs is available from Wider Opportunities for Women (WOW), 1649 K St., N.W., Washington, DC 20006. The directory provides detailed descriptions of more than one hundred women's employment organizations that conduct job counseling, training, placement, and research. WOW also publishes a handbook for employers entitled Working for You: A Guide to Employing Women in Nontraditional Jobs. This booklet summarizes many of WOW's basic findings on the essential components of successful nontraditional placement including: preparing supervisors, dealing with harassment and overprotection by male co-workers, and monitoring to be sure the woman is allowed the full range of experiences necessary to learn the job.

Minority Ethnic Groups

A review of the course enrollment patterns in some vocational schools reveals that many classes are identifiable by both sex and race. For example, black girls may dominate the classes in food services while white girls dominate programs for office occupations. Efforts should be made to overcome stereotyping by both sex and racial ethnicity.

In addition, although sex bias is common to all cultures, its particular manifestations vary. The sex stereotyping problems, for example, faced by a Chicana may be different from those faced by an Anglo woman. Special programs to help women must take culture-specific differences into account, while not allowing these differences to be used as an excuse for sex discrimination. The inclusion of members of the relevant groups on the committee that designs the programs and selects the materials will often guard against unintentional insensitivity.

Disadvantaged Students

The vocational education law has specific requirements for assisting disadvantaged students. (The term "disadvantaged" is not to be confused with "minority." They are two different concepts.) Frequently the major emphasis of special programs has been on disadvantaged males. Most of the problems that

affect disadvantaged males, however, also affect women. In designing special programs and supportive services for the disadvantaged, the needs of both sexes should be addressed.

Handicapped Students

Historically, employability programs for the handicapped were designed primarily for males. The assumption that handicapped women will stay "at home" is still with us (Cegelka, 1976). As the schools move to open vocational education opportunities to handicapped students, they should make sure that the problems related to discrimination on the basis of handicap are not compounded by those based on sex.

Employees

Two kinds of activities are necessary regarding employees. First, the staff needs to receive inservice training on sex equity requirements. Second, the staffing patterns must be reviewed for possible sex bias or sex stereotyping, and an appropriate affirmative action plan implemented to overcome any problems uncovered. Both of these aspects will be discussed.

Staff Training

In addition to activities targeted directly at students, efforts are needed to update school staff members on the philosophy and legal requirements of sex equity, including Title IX of the Education Amendments of 1972 and relevant parts of Title II of the Education Amendments of 1976. The vocational education faculty, support staff, special program staff, administrators, and all other employees who interact with students need inservice training in this area.

The need to involve staff goes beyond attendance at workshops, although that is often a good beginning. If sex stereotyping is to be overcome at the classroom level, teachers must be involved in program planning, revision of curriculum materials, development of recruitment activities, and all other aspects of the schools' efforts. If one major lesson has been learned from the history of "exemplary projects," it is that the likelihood of lasting impact is directly proportional to the involvement of the regular school staff.

Affirmative Action

Educational institutions, like many employers, tend to have staffing patterns that follow sex stereotyped lines. Typically, women dominate clerical positions and faculty positions in traditionally female fields. And, in higher education overall, far fewer women are teaching than men. In a study sponsored by the American Council on Education, Bayer (1973) found that the percentage of female faculty in two- and four-year institutions increased by only 1 percent, from 19 percent to 20 percent, between 1968-69 and 1972-73.

Males tend to dominate faculty positions in traditionally male fields and hold most top administrative offices.

Because of the unequal sex distribution of faculty, both in numbers and in teaching fields, affirmative action can be implemented to achieve a more representative balance. Although it is a broad term, affirmative action basically entails making efforts to end discrimination and to remedy effects of past discrimination.

Among the actions that institutions have taken--often in response to enforcement agencies--are the following:

1. As an initial effort, counting the numbers of males and females in various positions and analyzing their distribution over teaching fields.

2. Establishing an institution-wide office to maintain records and monitor individual departments that keep records of all applicants and hires.

3. Having all search committees practice affirmative advertising by including both sexes in listing positions instead of relying on word of mouth. It is also important that notices of job openings in advertisements, flyers, or letters emphasize that women applicants are encouraged to apply. Such affirmative advertising enables the pool of qualified applicants to be more broadly representative of the population of qualified people.

4. Comparing the number of women hired against the available applicant pool to discern if institutions are, in fact, utilizing the pool of qualified female applicants.

5. Administration monitoring and record keeping on faculty wages, accounting for level and sex. If a discrepancy in pay exists between males and females holding equal positions, adjustments can be made. Maintaining records in this way allows for an ongoing analysis of all employment decisions, including recruitment, hiring, promotions, and salary increases.

6. Taking additional affirmative steps beyond the minimum requirements such as establishing child care centers available to children of the staff and faculty.

Community

Many people beyond the school walls have considerable power to affect the success of a program to overcome sex stereotyping in vocational education. Parents, employers, unions, local leaders of church groups, volunteer organizations, and other active citizens must be informed of the reasons for the program and the activities involved. Some of these groups and individuals are ready and waiting to support these efforts. Others may oppose them,

often because they confuse the issue of sex bias in employment with broader social issues regarding women, such as divorce, abortion, and other issues. A carefully planned and implemented public relations program can maximize the support of those who favor antidiscrimination efforts while minimizing the fears of those who oppose them. A good public information program also provides an excellent recruitment tool.

A useful description of one project's public information campaign, which relied heavily on public service radio announcements and individual meetings with major employers, is contained in the Final Report of Project EVE.

CONCLUSION

What can be done? The answers are limitless. Although sex stereotyping is pervasive throughout our schools and our culture, opportunities to foster sex fairness are all around us. One can start anywhere: student recruitment, staff training, parent education. Simultaneous efforts on a number of fronts can reinforce one another and lead to even greater progress.

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APPENDIX: ADDITIONAL REFERENCES FOR SEX FAIRNESS MATERIALS

Films

"All About Eve," an 8-minute film available from the Center for Human Resources, University of Houston, Houston, Texas 77004.

"When I Grow Up," a 20-minute film available from Cavalcade Productions, Inc. P. O. Box 801, Wheaton, IL 60187.

Organizations

Better Jobs for Women. For information contact Ms. Sandra Carruthers, 1038 Bannock Street, Denver, CO 80204.

"Expanding Career Horizons." For information contact Ms. Connie Cline, Department of Vocational and Technical Education, Illinois Office of Education, 100 First Street, Springfield, IL 62777.

National Organization for Women, 425 13th Street, N.W., Washington, DC 20004.

PEER Summary of the Regulation for Title IX Education Amendments of 1972. Write: Project on Equal Education Rights, 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005.

Wider Opportunities for Women, 1649 K Street, N.W., Washington, DC 20006.

Women's Educational Equity Communication Network, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103.

Women's Equity Action League (WEAL) Chart on "Federal Laws and Regulations Prohibiting Sex Discrimination." Write: WEAL, National Press Building, Washington, DC 20045.